

**Texas Education Agency
Standard Application System (SAS)**

2018–2019 Technology Lending

Program authority:	General Appropriations Act, Article III, Rider 8, and House Bill 3526, 85 th Texas Legislature; Texas Education Code Section 32.301	FOR TEA USE ONLY Write NOGA ID here: RECEIVED TEXAS EDUCATION AGENCY 2018 FEB -6 AM 11:16 DOCUMENT CONTROL CENTER GRANTS ADMINISTRATION
Grant Period:	May 1, 2018, to August 31, 2019	
Application deadline:	5:00 p.m. Central Time, February 6, 2018	
Submittal information:	Applicants must submit one original copy of the application with an original signature, and two copies of the application, printed on one side only and signed by a person authorized to bind the applicant to a contractual agreement, must be received no later than the aforementioned date and time at this address: Document Control Center, Grants Administration Division Texas Education Agency, 1701 North Congress Ave. Austin, TX 78701-1494	
Contact information:	Kathy Ferguson: techlending@tea.texas.gov; (512) 463-9087	

Schedule #1—General Information

Part 1: Applicant Information				
Organization name	County-District #			Amendment #
TERRELL ISD	129906			
Vendor ID #	ESC Region #			
	10			
Mailing address	City	State	ZIP Code	
700 N CATHERINE	TERRELL	TX	75160	
Primary Contact				
First name	M.I.	Last name	Title	
JASON	D	GOMEZ	DEPUTY SUPERINTENDENT	
Telephone #	Email address		FAX #	
972-563-7504	JASON.GOMEZ@TERRELLISD.ORG		972-563-1406	
Secondary Contact				
First name	M.I.	Last name	-Title	
JULIE	H	FISHER	EXECUTIVE DIRECTOR	
Telephone #	Email address		FAX #	
972-563-7504	JULIE.FISHER@TERRELLISD.ORG		972-563-1406	
Part 2: Certification and Incorporation				

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. **It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.**

Authorized Official:

First name	M.I.	Last name	Title
JASON	D	GOMEZ	DEPUTY SUPERINTENDENT
Telephone #	Email address		FAX #
972-563-7504	JASON.GOMEZ@TERRELLISD.ORG		972-563-1406
Signature (blue ink preferred)	Date signed		


 Only the legally responsible party may sign this application.

2/5/2018

RFA #701-18-103; SAS #274-18
 2018–2019 Technology Lending

701-18-103-157

Schedule #1—General Information

County-district number or vendor ID: 129906

Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
4	Request for Amendment	N/A	<input type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
8	Professional and Contracted Services (6200)	See	<input type="checkbox"/>
9	Supplies and Materials (6300)	Important	<input type="checkbox"/>
10	Other Operating Costs (6400)	Note For	<input type="checkbox"/>
11	Capital Outlay (6600)	Competitive	<input type="checkbox"/>
12	Demographics and Participants to Be Served with Grant Funds	Grants*	<input type="checkbox"/>
13	Needs Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15	Project Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16	Responses to Statutory Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>

***IMPORTANT NOTE FOR COMPETITIVE GRANTS:** Schedules #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6200 on Schedule #6—Program Budget Summary, then Schedule #8—Professional and Contracted Services (6200) is required. If it is either blank or missing from the application, **the application will be disqualified.**

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 129906

Amendment # (for amendments only):

Part 1: Required Attachments

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
No fiscal-related attachments are required for this grant.		
#	Name of Required Program-Related Attachment	Description of Required Program-Related Attachment
1	LEA Technology Plan Template	If an LEA does not have a 2016–2017 Technology Plan on file with TEA, it must show evidence of a current local technology plan on participating campuses by completing the LEA Technology Plan Template.

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>General and Fiscal Guidelines</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>program guidelines for this grant</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all <u>General Provisions and Assurances</u> requirements.
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all <u>Debarment and Suspension Certification</u> requirements.

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 129906

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The applicant assures that funds provided under the Instructional Materials Allotment (IMA) or other funding are insufficient to purchase enough lending technology for every student who needs dedicated access to a device.
4.	The applicant assures that it will provide access to lending technology and residential access to the Internet for students, including economically disadvantaged students and students with disabilities, who do not already have either the needed equipment or Internet service for learning at home
5.	The applicant understands that equipment purchased with Technology Lending Grant funds is the property of the LEA.
6.	The applicant assures that infrastructure and technical support are adequate to support students' use of loaned equipment provided through the grant at its participating campus(es).
7.	The applicant assures that it will provide adequate staff to administer the program and ensure successful implementation.
8.	The applicant assures that it will account for the technology lending equipment in accordance with district policy for accounting for such equipment, including providing insurance when insurance is typically provided for such equipment. The applicant understands that the grant funds cannot be used to replace lost, stolen, or damaged equipment.
9.	The applicant assures that it will obtain a Technology Lending Agreement signed by the parents/guardian of each participating student and by the student participating in the program, including an assurance of student's mastery of the grade-appropriate Digital Citizenship strand of the Technology Applications Texas Essential Knowledge and Skills.
10.	The applicant assures that it has a 2016–2017 LEA technology plan on file with TEA, or that it will show evidence of a current local technology plan on participating campuses by completing the Required Program-Related Attachment outlined on page 18 of the Program Guidelines.
11.	The applicant assures that technology lending and use of electronic instructional materials are incorporated into the LEA's technology plan.
12.	The applicant agrees to collect and report the data for the performance measures stated in the Program Guidelines under Program Evaluation. The applicant assures it will develop appropriate systems and processes to collect and report the required data

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Schedule #4—Request for Amendment

County-district number or vendor ID: 129906

Amendment # (for amendments only):

Part 1: Submitting an Amendment

This schedule is used to amend a grant application that has been approved by TEA and issued a Notice of Grant Award (NOGA). **Do not submit this schedule with the original grant application.** Refer to the instructions to this schedule for information on what schedules must be submitted with an amendment.

An amendment may be submitted by mail **or** by fax. Do not submit the same amendment by both methods. Amendments submitted via email will not be accepted.

If the amendment is mailed, submit three copies of each schedule pertinent to the amendment to the following address: Document Control Center, Grants Administration Division, Texas Education Agency, 1701 N. Congress Ave., Austin, TX 78701-1494.

If the amendment is faxed, submit one copy of each schedule pertinent to the amendment to either of the following fax numbers: (512) 463-9811 or (512) 463-9564.

The last day to submit an amendment to TEA is listed on the [TEA Grant Opportunities](#) page. An amendment is effective on the day TEA receives it in substantially approvable form. All amendments are subject to review and approval by TEA.

Part 2: When an Amendment Is Required

For all grants, regardless of dollar amount, prior written approval is required to make certain changes to the application. Refer to the "When to Amend the Application" guidance posted in the Amendment Submission Guidance section of the Grants Administration Division [Administering a Grant](#) page to determine when an amendment is required for this grant. Use that guidance to complete Part 3 and Part 4 of this schedule.

Part 3: Revised Budget

			A	B	C	D
#	Schedule #	Class/ Object Code	Grand Total from Previously Approved Budget	Amount Deleted	Amount Added	New Grand Total
1.	Schedule #8: Contracted Services	6200	\$	\$	\$	\$
2.	Schedule #9: Supplies and Materials	6300	\$	\$	\$	\$
3.	Schedule #10: Other Operating Costs	6400	\$	\$	\$	\$
4.	Schedule #11: Capital Outlay	6600	\$	\$	\$	\$
5.	Total direct costs:		\$	\$	\$	\$
6.	Indirect cost (%):		\$	\$	\$	\$
7.	Total costs:		\$	\$	\$	\$

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By TEA staff person:

Schedule #4—Request for Amendment (cont.)			
County-district number or vendor ID: 129906		Amendment # (for amendments only):	
Part 4: Amendment Justification			
Line #	Schedule # Being Amended	Description of Change	Reason for Change
1.			
2.			
3.			
4.			
5.			
6.			
7.			

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Schedule #5—Program Executive Summary

County-district number or vendor ID: 129906

Amendment # (for amendments only):

List the campuses that will be served with these funds. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

- Gilbert Willie, Sr. Elementary
- Dr. Bruce Wood Elementary
- J.W. Long Elementary

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary

The United States Department of Education has concluded that when a child does not meet the average literacy standard by the end of grade 1, they are 88% more likely to keep falling further and further behind. Similarly, researchers from Yale University found that that 75% of children who reach the 3rd grade with poor literacy become completely illiterate. Knowing the importance reading plays in the future success of a child's educational and life, Terrell ISD will target 1st grade students and provide at-home blended learning opportunities in order to establish a strong foundation in both reading and math.

The Terrell ISD program will include:

- (1) high speed home internet access for students,
- (2) technology devices to students
- (3) content filtering safeguards on technology devices
- (4) instructional programs and applications, and
- (5) access to devices throughout the summer months and over extended school holidays.

Terrell ISD is committed to:

- (1) monitoring student usage and individual progress,
- (2) providing TEKS based lessons on digital citizenship,
- (3) providing parent trainings and support,
- (4) ensuring coordination between district/campus goals and the goals of the Technology Lending Grant,
- (5) providing program management and oversight,
- (6) reviewing data and processes to ensure success, and
- (7) make adjustments as necessary.

Terrell ISD will support the development of 1st grade students' reading fluency, language development, and academic skills through personalized learning programs. By providing this avenue for students to read and listen to stories daily, practice independent reading outside of school hours, and expose students to words, students will expand their vocabulary, increase their fluency, strengthen comprehension skills, and receive daily reading reinforcement.

With grant assistance to provide home access and devices for our students, these district provided programs and applications will be available to students 24/7. This daily after-school access to reading and mathematical applications will increase student's interaction with words and numbers, thereby increasing their vocabulary, fluency, and competency in both reading and math. By ensuring all 1st grade students leave reading at or above grade level in reading and math, student achievement will increase thereby greatly and forever enriching student lives.

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Schedule #5—Program Executive Summary (cont.)

County-district number or vendor ID: 129906

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

In addition to these daily engagement opportunities, Terrell ISD will address the regression of students reading achievement and math achievement over the course of summer months, and extended holidays by allowing students to retain digital access throughout these periods. Terrell ISD believes the impact of this grant program will have long-reaching effects throughout the student's educational career.

The National Reading Panel found three strategies that improve fluency, comprehension, and reading achievement:

- (1) teacher modeling or audio assisted reading,
- (2) repeated reading, and
- (3) progress monitoring.

Online programs such as **Educational Galaxy Lift Off and Lexia Reading Core5®** will provide differentiated literacy instruction. Lexia's research-proven program provides explicit, systematic, personalized learning in the six areas of reading instruction, targeting skill gaps as they emerge, and providing teachers with the data and student-specific resources they need for individual or small-group instruction. Lexia and similar reading programs and online libraries support flexible implementation strategies that extend learning beyond the classroom and the school day. Additionally, math programs focusing on the number system, patterns, shapes and spacial reasoning, drills and practices will be provided to develop student's numeracy. Programs such as **Reasoning Mind and Dreambox** provide fun, interactive ways for students to engage in understandings of mathematical concepts, procedures, and relationships. Such programs also target individual needs and allow student monitoring.

Terrell ISD believes the use of technology devices will provide avenues for students to regularly participate in audio assisted reading and gain repetition through daily practice. Terrell ISD is committed to ensuring individual progress monitoring of students.

Through *Classlink*, students will be have access to the same programs they currently have on campus. In addition to the programs specifically mentioned in this grant, students will have access to the G-Suite for Education, Microsoft 365, digital textbook content, and other ancillary computer programs designed to target specific academic deficiencies.

To ensure proper usage of devices and the internet, in addition to content filtering, students will receive lessons on digital citizenship as part of their weekly specials rotations, as well as through classroom instruction. The district will also host periodic computer literacy trainings for parents. The district will continuously monitor and adjust program usage as well as measure individual student progress. Results will be reviewed every three weeks and appropriate adjustments will be made. The evaluation design will determine to what extent individual program components were implemented and measure their impact on student achievement. Both quantitative and qualitative data will be collected through staff, student, and parent surveys, student progress reports of specific programs, comparison of beginning of year, middle of year, and end of year student data, and class performance evaluations.

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By TEA staff person:

Schedule #6—Program Budget Summary					
County-district number or vendor ID: 129906			Amendment # (for amendments only):		
Program authority: General Appropriations Act, Article III, Rider 8, and House Bill 3526, 85 th Texas Legislature; Texas Education Code Section, 32.301					
Grant period: May 1, 2018, to August 31, 2019			Fund code: 410		
Budget Summary					
Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost
Schedule #8	Professional and Contracted Services (6200)	6200	\$30,480	\$	\$30,480
Schedule #9	Supplies and Materials (6300)	6300	\$69,207	\$	\$69,207
Schedule #10	Other Operating Costs (6400)	6400	\$	\$	\$
Schedule #11	Capital Outlay (6600)	6600	\$	\$	\$
Total direct costs:			\$	\$	\$
Percentage% indirect costs (see note):			N/A	\$	\$
Grand total of budgeted costs (add all entries in each column):			\$99,687	\$	\$99,687
Administrative Cost Calculation					
Enter the total grant amount requested:					\$99,687
Percentage limit on administrative costs established for the program (15%):					× .15
Multiply and round down to the nearest whole dollar. Enter the result.					\$
This is the maximum amount allowable for administrative costs, including indirect costs:					\$

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount.

Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

If selected for a competitive grant, your award amount will be the lesser of the grand total of budgeted costs as stated on this schedule (the box with the bold outline), or the sum of all line items listed on this schedule, or the maximum allowable award amount. TEA is not responsible for math errors.

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Schedule #8—Professional and Contracted Services (6200)		
County-district number or vendor ID: 129906		Amendment # (for amendments only):
NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.		
Professional and Contracted Services		
#	Description of Service and Purpose	Grant Amount Budgeted
1	Cellular Svcs for 254 HotSpots – 1year	\$30,480
2		\$
3		\$
4		\$
5		\$
6		\$
7		\$
8		\$
9		\$
10		\$
11		\$
12		\$
13		\$
14		\$
a. Subtotal of professional and contracted services:		\$30,480
b. Remaining 6200—Professional and contracted services that do not require specific approval:		\$
(Sum of lines a and b) Grand total		\$30,480

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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Schedule #9—Supplies and Materials (6300)		
County-District Number or Vendor ID: 129906		Amendment number (for amendments only):
Supplies and Materials Requiring Specific Approval		
		Grant Amount Budgeted
6300	Total supplies and materials that do not require specific approval:	\$69,207
Grand total:		\$69,207

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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Schedule #10—Other Operating Costs (6400)		
County-District Number or Vendor ID: 129906		Amendment number (for amendments only):
Expense Item Description		Grant Amount Budgeted
6400	Operating costs that do not require specific approval:	\$
Grand total:		\$

In-state travel for employees does not require specific approval.

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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Schedule #11—Capital Outlay (6600)				
County-District Number or Vendor ID: 129906			Amendment number (for amendments only):	
#	Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted
66XX—Computing Devices, capitalized				
1			\$	\$
2			\$	\$
3			\$	\$
4			\$	\$
5			\$	\$
6			\$	\$
7			\$	\$
8			\$	\$
9			\$	\$
10			\$	\$
66XX—Software, capitalized				
11			\$	\$
12			\$	\$
13			\$	\$
14			\$	\$
15			\$	\$
16			\$	\$
17			\$	\$
66XX—Equipment, furniture, or vehicles				
18			\$	\$
19			\$	\$
20			\$	\$
21			\$	\$
22			\$	\$
23			\$	\$
24			\$	\$
25			\$	\$
26			\$	\$
27			\$	\$
Grand total:				\$

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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Schedule #12—Demographics and Participants to Be Served with Grant Funds														
County-district number or vendor ID: 129906										Amendment # (for amendments only):				
Part 1: Student Demographics of Population To Be Served With Grant Funds. Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comment section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program. Response is limited to space provided. Use Arial font, no smaller than 10 point.														
Student Category	Student Number	Student Percentage	Comment											
Economically disadvantaged	268	82%	82% of all 1 st grade students are economically disadvantaged.											
Limited English proficient (LEP)	98	30%	30% of all 1 st grade students are Limited English proficiency											
Disciplinary placements	0	0%	There are no disciplinary placements for first grade students in Terrell ISD.											
Attendance rate	327	94.89%	1 st grade attendance rate only											
Annual dropout rate (Gr 9-12)	24	2.8%	Dropout rate decreased by 50% in two years. N/A to 1 st grade target audience.											
Part 2: Students To Be Served With Grant Funds. Enter the number of students in each grade, by type of school, projected to be served under the grant program.														
School Type:	<input checked="" type="checkbox"/> Public	<input type="checkbox"/> Open-Enrollment Charter	<input type="checkbox"/> Private Nonprofit	<input type="checkbox"/> Private For Profit	<input type="checkbox"/> Public Institution									
Students														
PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
-	-	327	-	-	-	-	-	-	-	-	-	-	-	327

	% Economically Disadvantaged
Terrell ISD 1 st grade students	82.0%
State of Texas	58.5%

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Schedule #13—Needs Assessment

County-district number or vendor ID: 129906

Amendment # (for amendments only):

Part 1: Process Description. A needs assessment is a systematic process for identifying and prioritizing needs, with “need” defined as the difference between current achievement and desired outcome or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized. If this application is for a district level grant that will only serve specific campuses, list the name of the campus(es) to be served and why they were selected. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Over 30% of all Terrell residents live below the poverty level. This figure well exceeds the Texas state average of 20.7%. For students in Terrell ISD, severe poverty and lack of educational supports is a reality. In fact, eight-two Percent (82%) of all 1st grade students in Terrell ISD are economically disadvantaged, with thirty percent (30%) of those students having limited English proficiency. Because we know that more often than not, students from poverty lack educational resources such as reading materials and access to technology or technology devices in their homes, Terrell ISD seeks to provide personal student learning devices and Internet access for all 1st grade students who would not otherwise have access. We seek to provide instructional materials for educational purposes after-school hours and throughout the summer months. For this reason, Gilbert Willie, Sr. Elementary, Dr. Bruce Wood Elementary, and J.W. Long Elementary have been selected to be served as these campuses house all 1st grade students in Terrell ISD.

Chandra Villaneuva, analyst with the Center for Public Policy Priorities states,

“Many times low-income parents aren’t very well-educated themselves. They often don’t have a lot of books in their homes, so their children aren’t always read to at night. And sometimes the parents work multiple jobs. It’s just harder for them to have the kind of resources and background to really prepare their children for school in the way that more affluent parents do.”

When it comes to early language development, research shows there is a 4,700 vocabulary word difference between high and low income students and that by 1st grade, students from higher income families know twice as many words as low income students.

Furthermore, there exist a digital divide among low/high-income households. Low-income Americans are less likely to have devices that enable them to go online. Two-thirds of adults living in high-earning households have broadband services, smartphones, and computers and tablets, compared with only 17% of those living in low-income households. (Pew Research Center, 2017). The Technology Lending Grant will provide much needed access to ensure that economically disadvantaged students and students with limited English proficiency have access to rich English language opportunities.

DRA2 enables primary teachers to systematically observe, record, and evaluate changes in student reading performance. The DRA2 data for current first grade students in Terrell ISD is as follows:

Percent of student reading on grade level at end of Kindergarten year	Percent of first grade students reading on grade level at beginning of year	Percent of 1 st grade students reading on grade level at middle of year check point
46%	33%	39%

The NAEP finds that every summer, when school is not in session, kids from low-income families lose two or three months of reading growth, while middle-class kids add a month of reading growth. This means that even when schools are effective, summer reading loss widens the reading achievement gap that existed among low-income and middle income students. By preventing low-income students from losing two or three months of reading growth, we decrease the reading/math achievement gaps.

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Schedule #13—Needs Assessment (cont.)

County-district number or vendor ID: 129906

Amendment # (for amendments only):

Part 2: Alignment with Grant Goals and Objectives. List your top five needs, in rank order of assigned priority. Describe how those needs would be effectively addressed by implementation of this grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	Improve Academic Performance/ Increase Number of Students Performing At or Above Grade Level	By providing resources that can be utilized after school hours, students will be able to read daily, reinforce skills addressed in class, be exposed to additional vocabulary, develop background knowledge, and gain experiences the will not gain elsewhere. These online resources and applications support the development of reading fluency, comprehension, and vocabulary development. Reading fluence strongly predicts performance on state tests – across grade levels.
2.	Increase Academic Vocabulary	Economically disadvantaged students are lacking in oral language development and vocabulary. Vocabulary is an important aspect in reading comprehension. If students do not know what the words mean, they cannot understand what they are reading. By having daily exposure to vocabulary both in the classroom and at home, students are able to expand their vocabulary and be in a position to better comprehend their reading. Application focusing on the development of vocabulary will be provided.
3.	Increase Fluency & Comprehension	When students read haltingly, stumble over words, or read without expression, comprehension suffers. Better fluency leads to greater understanding. By providing access for students to be read aloud to at home, listen and follow along with audio recordings, practice sight words with playful activities, and repeated, practiced reading, student fluency and comprehension will increase. Practice will allow the learner to develop expertise.
4.	Decrease Educational Regression during periods of extended holidays/summer break	Much research has established the contribution of summer reading setback to the reading achievement gap that is present between children from more and less economically advantaged families. Terrell ISD has both a high SES population and a high limited English population, therefore students not only lack access to books but often lack access to adult supports to provide English oral reading to students. By providing digital resources these supports are readily available to students.
5.	Increase 21 st Century critical thinking and problem solving skills as well as developing mastery of digital citizenship	Today's 21st-century classroom embraces collaboration, engagement, and of course technology. Students will have devices allowing for more project-based, hands-on, inquiry-based academic enrichment that includes all core content areas.

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Schedule #14—Management Plan

County-district number or vendor ID: 129906

Amendment # (for amendments only):

Part 1: Staff Qualifications. List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Desired Qualifications, Experience, Certifications
1.	Campus Principals	SBEC certification with experience in 1) classroom instruction; 2) reading/math programs; 3) personnel oversight; 4) knowledge of state curriculum and state testing; 5) ability to collect and analyze data; 6) organizational and people skills; 7) experience with high risk populations
2.	Curriculum Coordinators	SBEC certification with experience in 1) classroom instruction; 2) reading/math programs; 3) personnel oversight; 4) knowledge of state curriculum and state testing; 5) ability to collect and analyze data; 6) organizational and people skills; 7) experience with high risk populations
3.	Technology Director	SBEC certification with experience in 1) bulk purchasing; 2) inventorying; 3) personnel oversight; 4) knowledge of computer system & program requirements; 5) computer insurance; 6) contracts for technology lending; 7) internet connectivity and supports, 8) instructional technology applications, 9) assignment of student logins, 10) communication skills
4.	Program Director	SBEC certification with experience in 1) classroom instruction; 2) personnel oversight; 3) knowledge of state curriculum and state testing; 4) ability to collect and analyze data; 5) organizational and people skills; 6) experience with program oversight, (7) experience with high risk populations, 8) communication skills

Part 2: Milestones and Timeline. Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Objective	Milestone	Begin Activity	End Activity
1.	Improve Academic Performance/Number Students Performing At-Above Grade Level	1. Install instructional applications for all activities	06/01/2018	08/01/2018
		2. Distribute computer & internet devices	08/14/2018	09/01/2018
		3. Assess student reading levels (BOY-MOY-EOY)	09/01/2018	08/01/2019
		4. Monitor and track student activity/engagement	09/01/2018	08/01/2019
		5. Measure student growth	09/01/2018	08/01/2019
2.	Increase Academic Vocabulary	1. Ongoing/continuous student assessment	08/21/2018	08/01/2019
		2. Developing language rich lessons	08/20/2018	05/30/2019
		3. Benchmarks for reading assessments	09/01/2018	05/30/2019
		4. Assess student reading levels (BOY-MOY-EOY)	05/01/2018	05/30/2019
		5. Monitor and track student activity/engagement	05/01/2018	08/01/2019
3.	Increase Fluency & Comprehension	1. Ongoing/continuous student assessment	08/20/2018	08/01/2019
		2. Developing language rich lessons	08/20/2018	05/30/2019
		3. Benchmarks for reading assessments	09/01/2018	05/30/2019
		4. Assess student reading levels (BOY-MOY-EOY)	05/01/2018	08/31/2019
		5. Monitor and track student activity/engagement	08/14/2018	08/31/2019
4.	Decrease Summer Regression	1. Contact made with parents & students	05/01/2019	08/01/2019
		2. Student checkout of devices for summer months	05/20/2019	05/31/2019
		3. Assess student's End of Year Reading Level	05/01/2018	05/20/2018
		4. Monitor and track student activity/engagement	06/01/2018	08/01/2018
		5. Measure student growth and compare to prior	08/01/2018	08/21/2018
5.	Increase 21 st Century Skills	1. Teacher training - Ongoing	06/01/2018	08/01/2019
		2. Student initiated activities	08/20/2018	05/24/2019
		3. Project Based Learning enrichment activities	08/20/2018	05/24/2019
		4. Digital Citizenship Lessons	08/20/2018	05/24/2019

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Unless pre-award costs are specifically approved by TEA, grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.

Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 129906

Amendment # (for amendments only):

Part 3: Feedback and Continuous Improvement. Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Terrell ISD uses a process of continuous collaboration and data disaggregation to prioritize of needs and provide focused instructional supports. Individual teachers currently participate in collaboration with team members and meet with campus leaders twice weekly. The practice of weekly PLC meetings will continue allowing project leaders to regularly monitor student progress and hold students and teachers accountable. Teachers and principals will communicate with parents regularly. A project committee will be established to ensure the students have their devices and they are operating properly. A project committee will be established to meet at least once each quarter to review student data including unit assessments scores, DRA2 reading proficiency scores, Lexia development/progress reports, other program and performance data, student usage, and attendance. The Committee will review program implementation, make program recommendations, review strategies, coordinate with programs/applications, and communicate committee recommendations to campus leadership. Adjustments or revisions to curriculum and/or programs will be recommended to campus staff through the campus curriculum coordinators. The horizontal and vertical alignment within and across campuses utilizes a continuous improvement model to develop and monitor student learning. Adjustments will be made as necessary.

Summary of a continuously monitored program: ♦review goals and objectives ♦disaggregates data both quantitative and qualitative ♦analyze and refine assessment and teaching practices to align with state standards ♦note program strengths and weaknesses ♦review effective instructional strategies and appropriate/targeted technology applications ♦gather input from all stakeholders ♦communicate recommendations for program adjustments to appropriate staff ♦provide appropriate professional development for staff who implement daily program ♦systemized evaluations

Part 4: Sustainability and Commitment. Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all project participants remain committed to the project's success? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Because the goals of the grant are in alignment with district expectations, the effectiveness of the grant will be regularly monitored making instructional adjustments as needed. Recognizing that success and commitment are key factors in sustainability, the district will continue to provide access to programs and applications that contribute to the acquisition of reading and math skills necessary for student growth. As the community realizes how the Technology Lending Program helps achieve student success, they will come together and plan for the program continuation. The district's vision of sustainability will be in the forefront throughout the life of the grant in order for program continuation. The Committee will create goals essential for continuation of the Technology Lending Program. To maximize the grant's effectiveness, grade level Professional Learning Communities meet two times per week. Therefore, individual teachers participate in collaboration with team members and meet with project leaders weekly. Project leaders will ensure teachers are holding students accountable and monitoring student progress as well as communicating with parents regularly. Student check points will be established to ensure the students have their devices and they are operating properly.

To date, district technology has been funded through IMA and technology resources, as well as the general fund. A Committee will be established and begin planning for program continuation from the onset. This will include securing unique funding streams, reviewing expenditures of IMA, federal and local fund resources, evaluating data to determine level of student progress, establishing partnerships within the community to assist with program services and activities, and redirecting district fund sources.

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Schedule #15—Project Evaluation

County-district number or vendor ID: 129906

Amendment # (for amendments only):

Part 1: Evaluation Design. List the methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process	Associated Indicator of Accomplishment	
1.	Quantitative data	1.	Increase in academic performance reports per scores beginning-middle-end of year. (DRA2/Lexia, Reasoning Mind, Dreambox and/or Education Galaxy)
		2.	Increase in levels of Guided Reading and step growth each six weeks.
		3.	Year's growth as measured through local Benchmark assessments in math.
2.	Qualitative data	1.	Positive survey results of all stakeholders concerning implementation
		2.	Parent interviews regarding program usage, support, and services provided
		3.	Empirical data that relies on experience or observations of teachers
3.	External Evaluation	1.	Evaluate specific activities based on objective data that demonstrates need
		2.	Based on measures that target high-quality academic opportunities
		3.	Evidence-based research that program/activity helps student achievement
4.	Internal Evaluation	1.	Committee evaluations indicate positive outcomes
		2.	Established performance measures that set high standards
		3.	Evidence-based research relating to activities critical to academic success

Part 2: Data Collection and Problem Correction. Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How are problems with project delivery to be identified and corrected throughout the project? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Terrell ISD will collect data and report all required performance data to the state. The process will be carried out through the project committee with the oversight of the Project Director as required. Each grading period data will be disaggregated, evaluated, and used to refine, improve and strengthen the program. Formative and Summative Evaluations will guide program refinement. TISD will remain in compliance with all data collection for performance reporting purposes throughout the grant period. TISD will report as required.

The availability of online reports that include actionable data and are updated in read time are key components to Terrell ISD's lending program. One component of the online reports is the monthly Performance Predictor that shows students' percent change of reaching end-of-year grade level reading targets.

Data collection addresses the following categories:

- Student unit assessment scores
- Student performance on reading measures
- DRA2 (Begin-Mid-End of Year)
- Participant demographic data
- Student performance on math measures
- Lexia Core Reading (B-M-End)
- Participant reading levels
- Participant academic growth
- Dreambox and Reasoning Mind (B-M-End of Year)
- Program Usage Reports

The project committee will report findings with improvement suggestions to the TISD Executive Director of Student Achievement. Information will be available through the district office. All confidential student records will be protected according to the Family Educational Rights and Privacy Act.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 129906

Amendment # (for amendments only):

Statutory Requirement 1: Applicant must describe the availability of existing equipment to students in the LEA and other funding available for the purchase of student technology devices. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Currently, each classroom has:

- Five (5) student laptops for use in center/station instruction and collaboration.
- One (1) teacher laptop.
- One (1) wireless projector.
- One (1) document camera.

Each campus has:

- Two Computer on Wheel (COW) labs are available for check out for whole class projects and activities.
- Two computer lab supports the rotation of a computer specials class one time per week.

The above devices have been funded through IMA and technology resources, as well as the general fund. Additionally, the district has expended substantial dollars to expand the use of technology within the district, enhancing broadband connectivity.

The Technology Lending Program design is based on campus needs assessments, district needs assessments, campus improvement plans, and the district improvement plan. It is a focused, collaborative, comprehensive, and coordinated approach. The program activities have been designed to be innovative and interactive. Activities are age appropriate, best-practice, hands-on methods of instruction that assist students in their learning and abilities to make connections that can be utilized during the regular school day and after hours.

Student access to devices and internet support are currently limited to their time on campus. The Technology Lending Program will balance academic support with a variety of engaging, fun, and structured applications and programs that can be utilized at home, as well as allow students access to one-to-one technology during daily classroom instruction. This will permit classroom activities that promote youth development in a variety of real-world contexts and enrich student learning. All activities will be based upon campus needs and in conjunction with the TEKS student expectations.

Funds from the Instructional Materials Allotment (IMA) and other fund sources will be utilized to secure programs Lexia Reading Core5®, Education Galaxy Lift Off, and Dreambox. These district funding sources will also be utilized to secure ancilliary computer applications to address specific academic deficiencies and promote 21st century skills. Additionally, due to the number of students being supported and the limitation of funds available through the Technology Lending Program, the district is committed to supplying any residual funds needed through IMA and/or other federal funds and district financial sources. TISD is committed to the success and sustainability of the Technology Lending Program.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 129906

Amendment # (for amendments only):

TEA Program Requirement 1: Describe how the technology lending program aligns with the existing mission and goals for the LEA. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Technology Lending Program aligns perfectly with the existing mission and goals for Terrell ISD. The primary goals of Terrell ISD is to increase student achievement in all areas. This includes students reading and performing at or above grade level and mastery of the standardized test measures including the State of Texas Assessments of Academic Readiness (STAAR). This goal of increasing student achievement is also the over-arching goals of all TISD campuses including the schools serviced: Gilbert Willie, Sr. Elementary, J.W. Long Elementary, and Dr. Bruce Wood Elementary.

Research published in the The Journal of Educational Research 2017 found that students who are eligible for free/reduced lunch and/or were English language learners (ELLs) are more likely to be low performers on reading assessments and most children who do not receive quality reading intervention by Grade 3 never catch up. Terrell ISD 1st grade students are **82% economically disadvantaged and 30% limited English proficiency**, therefore, this a critical finding that has potentially perilous results for our students . The National Reading Panel has long identified reading comprehension as an essential component of reading success and becomes increasingly more important as children move into upper elementary.

A study finding that the gap in standardized test scores between affluent and low-income students has grown about 40% since the 1960s was published by Stanford University professor, Sean Reardon. The STAAR Reading data from Terrell ISD is consistent with these findings.

	Grade 3	Grade 4	Grade 5	Grade 6
Terrell ISD - STAAR Reading	55	54	69	60
State of Texas - STAAR Reading	73	70	82	75
Terrell ISD Disparity	-18	-16	-13	-15

Given the severity of these literacy problems, there is a dire need to improve reading skills in the early grades. The above research also found that students in low income schools made great progress in blended learning programs and subsequently demonstrated significant growth on standardized reading tests. And, these gains remained robust even when controlling for student grade level, initial student skill level, and English learner status. This is noteworthy because it shows how a blended learning approach can provide supportive benefits for students from low-SES backgrounds or students who were English language learners, who historically fall behind their peers in grade-level reading development. (National Center for Education Statistics, 2016).

Computer-assisted instruction (CIA) has been found to be a valuable supplementary aid to support reading acquisition, particularly for struggling students (MacArthur, et al, 2001). Blended learning approaches were also found to be effective in enhancing reading skills of low socio-economic students. CIA allows students to work at their own pace so that they can receive sufficient, independent practice that may not be possible within a traditional classroom setting (Johnson, Perry, & Shamir, 2010). In terms of educational benefits for students who are behind grade level, a blended learning program can offer a seamless approach to differentiated instruction, identifying areas of skill deficiencies and providing targeted instruction and extended practice to overcome such deficiencies.

The goals of common campus and district goal to increase student achievement is 100% aligned to the program design of the Technology Lending Grant.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 129906

Amendment # (for amendments only):

TEA Program Requirement 2: Describe a plan for providing internet access to student residences, residential centers, and/or on the buses that transport students (for whom a single ride lasts, on average, at least an hour) with the highest need for off-campus internet access. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

All student participants will receive a mobile hotspot along with their device. The hotspot will provide high speed internet access and the device will include content filtering in compliance with the Children's Internet Protection Act (CIPA) and the Neighborhood Children's Internet Protection Act (NCIPA).

Since the district has robust Wi-Fi connectivity at all campuses, the mobile hotspot are to be used at the student's residence.

The district will consider multiple "low-cost" providers to determine the best value for both the district and the family. The district will follow state procurement laws and district policy when going through the bid process. The following factors will be considered:

1. Coverage Area- Does the service adequately cover all parts of the district? Are there any "dead" zones?
2. Data Usage- Is the data unlimited? If not, how much data is included in the package per device? What happens when the student reaches the data limit? Is the service suspended or is the speed throttled down? Would the software/apps used by the student be affected if and when the data speed was throttled down?
3. Speed- What is the megabytes per second (mbps)? Is this consistent throughout the district boundaries?
4. Reliability- Is the service reliable? What do the reviews and references indicate regarding the service?
5. Cost & Sustainability- What service provides the best value to the district and family? Is the price point such that the family can continue the service after the grant ends?

The district will test the service(s) in a variety of locations throughout the district to determine the reliability of such. After considering all of the above criteria, the provider that offers the best service and value to the district will be selected.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 129906

Amendment # (for amendments only):

TEA Program Requirement 3: Describe how the lending program aligns with current curriculum, instruction, and classroom management policies and/or practices on its participating campus(es). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The technology lending program will support existing reading instruction in the classroom and allow student proficiency levels to soar. The district makes available Classlink which provides one-click access to all its educational programs for students to utilize at home. With the district's 1st grade reading curriculum focused on reading fluency, phonemic awareness, and comprehension, the availability of online materials and resources will align perfectly with campus/district goals and transform not only how students learn in the classroom, but also the ways in which they can learn at home.

By reinforcing classroom instruction and reviewing the basic skills in the evening, access to online resources and libraries will be a game changer in child literacy and the instructional practices afford students at school. As student reading skills progress the teacher's ability to extend and enrich student learning in the classroom will become amplified. Through ongoing monitoring of student progress and growth, teachers will be able to provide lessons and stations that are differentiated to target student learning needs. Classroom management disruptions will also be minimized as student are engrossed in engaging, enriching, and stimulating learning experiences.

Recent studies have shown that students who work on basic literacy skills at home, are up to 56% more successful on standardized literacy tests during their late elementary school years. Increasing student achievement is the primary focus of Terrell ISD and its curriculum, instruction, and management policies and practices.

TEA Program Requirement 4: Describe how the applicant is using digital instructional materials in one or more foundation curriculum subject area(s) for one or more grade level(s). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Programs will be provided by Terrell ISD to deliver differentiated literacy and math instruction to students through blended learning and at-home reinforcement of skills.

- **Lexia Reading Core5®** Lexia's research-proven program provides explicit, systematic, personalized learning in the six areas of reading instruction, targeting skill gaps as they emerge, and providing teachers with the data and student-specific resources they need for individual or small-group instruction.
- **Reasoning Mind's** approach to blended learning in math has been extensively studied and proven effective in improving students' overall math results, knowledge, attitudes, and engagement.
- **Educational Galaxy Lift Off** builds confidence for at-risk students and provides the support and instruction needed to improve. Students first take an adaptive diagnostic to determine their level on a variety of skills. Once their level is determined, students work at that level and quickly elevate to more difficult concepts in reading, math, and science.
- **Online library** to provide 24-hour access to books. Increased access to books is related to increased reading achievement, fosters an early love of learning, and decreases the effects of poverty on reading achievement.
- **Virtual experiences** will provide opportunities for students. There is consensus that background knowledge is essential for reading comprehension. Instructional technology approaches will directly build background knowledge and can provide student experiences through virtual field trips or video clips to provide students with mental images.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 129906

Amendment # (for amendments only):

TEA Program Requirement 5: Describe how the infrastructure and technical support is adequate to support students' anticipated use of devices through the grant at its participating campus(es). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The district technology department is staffed and equipped to manage and maintain the additional technology that will be issued through the technology lending grant. The technology department is experienced in the deployment and management of similar devices and has had great success. The experience in handling device deployment and maintenance has both prepared us and demonstrated the district's capacity to handle more.

1. The device the district intends to use is currently being used in every elementary classroom. Each classroom has a total of five devices per class which are used in stations or on rotation. Therefore, by the district purchasing a device already in circulation, the technology staff already have institutional knowledge of the product. The advantage of not having multiple devices that the staff must manage creates a greater efficiency when handling technology "issues".
2. As mentioned above, the district already deploys these devices and has proven history of their reliability and "ruggedness" which includes conducting our own drop tests. The device boasts the following characteristics:
 - a. Rugged, Student-Friendly Design
 - b. 11.6" HD "Flip" 10 Point Touch 16:9 IPS Panel
 - c. 360-degree Hinge – Easily converts from Chromebook to tablet mode
 - d. Water Resistant Keyboard
 - e. Up To 10 Hours Of Battery Life
 - f. Drop Resistant Design
 - g. Non-Slip Texture

Although these features will not eliminate all accidents or work-orders, they will significantly reduce frequency. The device will come with a standard warranty which will resolve any factory defects

3. Dedicated email support will be provided to every student/parent guardian. This will allow the district to directly resolve most issues with the parent/guardian. If it can't be handled remotely, the student can check the device in with the homeroom teacher which will be picked up by the technology department. If there is not a "quick" fix, another device will be loaned to the student.
4. The district will continue to use the Chromebook Management Console which greatly simplifies the management of large numbers of Chromebooks. It often eliminates the need for technology support to physically handle the device. The console allows technology staff to:
 - a. Enroll, Manage and Update Chrome devices
 - b. Manage networks
 - c. View Chrome device information
 - d. Wipe device data
 - e. Enterprise networking for Chrome devices
 - f. Set up SSL inspection on Chrome devices
 - g. Disable Chrome devices (in case of missing or stolen)
5. The district will provide a required training for all parents/guardians participating in the program. The training will be succinct and cover basic instructions and the "simple" fixes which can be utilized as well as how to contact technical support. In addition, how-to videos in both English and Spanish will be created or made available for parents/guardians.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 129906

Amendment # (for amendments only):

TEA Program Requirement 6: Describe how the grant will be administered on participating campus(es), including a description of how the check-out and check-in process will operate, who will oversee the check-out process, especially in cases of competing need, and the process that will be used to maintain the technology lending equipment in proper working condition. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Terrell Independent School District has three K-5 campuses, with approximately one hundred 1st grade students at each campus (300+ students). The percentage of 1st grade students qualifying for free or reduced lunch 82% is essentially equally distributed between campuses. Therefore, all first grade students district wide will have the same opportunity to equally participate in the program. The district will fully utilize the funds available through the technology lending grant and if needed, supplement the grant with IMA funds to ensure equal access to all 1st grade students who do not currently have sufficient at-home internet access and/or device.

The check-out process will be overseen by the district technology staff with the support of campus administration and 1st grade team. Each student is required to have one parent/guardian attend an orientation and training. After attending the training, each participant's parent/guardian must sign the Technology Lending Agreement which will reference the district's Acceptable Use Policy and will include the devices' unique serial number and asset tag number. At that time, the devices asset tags will be scanned and entered into the district's technology asset management software (Asset Panda). For quick reference, each device will also be labeled with the district/campus contact information. At the end of the program cycle, the devices will be checked-in by scanning the asset tag and checking the working condition of the device.

Periodically, technology staff will utilize the Chromebook Management Console to ensure that the device is being used. Any device that has not been recently utilized will be physically checked to ensure it is still in the student's possession and is in working condition. In case of lost/stolen, damage and/or neglect, the terms & conditions of the agreement will be in enforced.

TEA Program Requirement 7: Describe how technology lending equipment will be accounted for per local policy, including providing insurance, if appropriate. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Terrell Independent School District will account for the technology lending equipment in accordance with district policy for accounting, including but not limited to documenting the equipment in the District's inventory program. All devices will have asset tags that uniquely identify each device in the inventory program. The inventory in place for Terrell ISD is Asset Panda, which is a cloud-based program used to keep an inventory of technology resources that are issued to students and staff. Each campus principal in conjunction with the technology staff will coordinate to ensure all devices are 100% accounted for and take appropriate action for lost or stolen devices. Students and staff are held accountable for returning these items.

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